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ABSTRACT

This manual is designed to assist those helping professionals responsible for developing consumer education programs on the topic of retirement income management. In a modular presentation format, the materials focus on the following areas of concern: (1) a personal financial inventory; (2) ways to stretch retirement income; (3) steps to decrease retirement expenses; and (4) tips to reduce major expense categories such as taxes, personal needs, clothes, utilities, and transportation. Workshop guidelines, a program checklist, learning objectives, a facilitator's guide, and references are also provided. (HIM)

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STRETCHING YOUR RETIREMENT INCOME

A LEARNING MODULE DEVELOPED BY

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Consumer Education For Older Persons Project

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INTRODUCTION

The project, funded by the U.S. Office of Education, focuses upon the development of low-cost consumer education and financial counseling materials to be used by paraprofessionals in leading group educational discussions on topics of particular concern to older people in different settings.

Consumer education and information efforts too often overlook this very special population. The immediate consumer problems and longer term financial necessities of those nearing retirement and those already retired are particularly unique, and older persons are especially aware of and need information in stretching their retirement income.

A. WHAT THE MODULE IS AND WHAT IT CONTAINS

A module format is used. This means that these materials are self-contained leadership presentation units. The necessary background information on the topic is contained for the leader in addition to presentation plans for leading groups of older learners. Also included are slide/tape materials and "User Guides" to assist the leader in making more effective presentation(s) to the audience.

The leadership presentation unit is on the subject of Stretching Your Retirement Income. It is designed to be used with the accompanying slide package and "User Guide." It also can be used without these materials. However, the presentation will likely be more effective by using the slide/tape materials and "User Guide."

The "User Guide" is an easily photocopied or duplicated one-page sheet which is designed to (1) gain and retain the interest and participation of those attending the session, (2) provide some helpful hints in stretching one's retirement income, and (3) list where to seek help with income and expenditure problems. It can be given to those attending a group discussion on the topic of "Stretching Your Retirement Income."

The "Slide/Tape" presentation is a series of descriptive slides and a cassette tape to help you, as the group leader, to more graphically present the major kinds of problems which older persons are likely to encounter. It is designed to gain the attention and maintain the interest of the audience on the topic of "Stretching Your Retirement Income."

The more familiar you are with the topic of "Stretching Your Retirement Income," the entire module, the more comfortable you will be in making a presentation on the topic and in handling any questions that are raised. The unit can be used alone as a single session, as a two part session, and/or together with other units as a comprehensive treatment of consumer financial problems.

B. HOW TO USE IT

Effective use of the module can occur in one or more sessions with a group of older persons. The slide/tape presentation can be used to gain the attention of the audience and visually show them some key points on the topic. The group leader then, of course, has the opportunity to interact with the audience in achieving the five learning objectives on Stretching Your Retirement Income (see page 9). The "User Guide" then can be used to assist in more effectively achieving those objectives by having the audience record on it during the session in addition to taking it home with them.

The leader, if desired, can reproduce the tables and charts included in the module format and either use them during the session or give them to the participants to take and use at home.

C. SINGLE SESSION OR DUAL SESSION APPROACH?

Bearing in mind the physical constraints of older learners, this module has been developed so that it can be used in a single session of about 30 minutes duration, or two sessions on the same topic lasting 30 minutes each. Your task is simpler if you know in advance how much time your particular group of older learners would like to spend on the topic of Stretching Your Retirement Income. For example, if you know that the group prefers only one meeting on this topic, then you can use the "Single Session Presentation Plan" included in this module to guide you through the presentation. If instead they prefer two sessions on the topic, then refer to the "Second Session Presentation Plan" as your guide. In the latter you simply continue the presentation beyond the first session, covering those topics that you were unable to include earlier.

Another distinct possibility is that your group of older learners may decide that they would like to have another session on the topic. This sometimes occurs at the conclusion of a first session which was both stimulating and interesting. In this case, you may decide to invite a guest speaker to further describe other aspects of the topic not covered during the initial session.

II. HOW TO USE THE MODULE

A. BASIC CONSIDERATIONS

Since the program is designed for older adults, it would be helpful to keep in mind some ideas about how older persons can be motivated to learn. Suggestions are given which may be helpful in "turning them on" about educational presentation.

There is a need today in the educational process to place a much greater emphasis upon feelings. Our educational, scientific, and objective culture has played up the intellect and played down the expression of feelings. In Consumer Education, the purpose is not to dispense information, not merely to intellectualize about consumer problems and concerns, but to act upon that information in the marketplace. And people act, not according to what they know, but according to how they feel about what they know. This is the source of human motivation and of changing ineffective consumer attitudes and habits.

As the session planner, you should be aware that older consumers may:

1. Be on extremely limited incomes
2. Have physical and cognitive impairments
3. Have little education
4. Have other constraints such as a prevailing sense of insecurity
5. Lack confidence
6. Have uncertainty in their role as consumers in an increasingly complex and unfamiliar marketplace

Your success as the planner and leader depends in large measure on your ability to inspire self-confidence in these older learners. Several means for accomplishing this are:

1. Remind them that they have already COPEd with a great many consumer and financial crises over their lives, including a major depression, and that this has given them both the knowledge and skills, as well as the courage to enable them to COPE again. Try to create a learning climate for them.
2. Provide a climate so that they will learn from each other through sharing ideas during discussion. You are going to reawaken the knowledge and skills that your group of older consumers already have, and give them the chance to share them with others. Thus, members of your audience become both learners and teachers as they share experiences; and through your skill as discussion leader, lessons can be learned from past experiences and reused today in other situations.

B. ENCOURAGING PARTICIPATION

1. Older consumers are not likely to flock to your consumer education session(s). Many will not even understand what you mean by "consumer

education." Thus, you will attract many more older persons by focusing on a specific problem topic such as "How to Avoid Being Taken" rather than a course on "consumer education."

2. It may take considerable imagination and hard work to reach the older persons who need and who will benefit most from the session. Successful attendance is helped by "one-on-one" or personal contacts, including a reminder the day before the session.
3. Your sessions should be provided in a location that is both accessible and convenient to the older persons that you are trying to reach.
4. Sessions should be provided in a location that is safe, during the daytime, and comfortable.
5. You may have to help arrange transportation for them.
6. Use the "Program Checklist" provided on pages 7 and 8 as a guide for making the arrangements.

C. OLDER PERSONS AS LEARNERS

1. Since older persons do not like a formal classroom atmosphere, every effort must be made to provide as informal a setting as possible. If the sessions can be combined with an opportunity for socializing, so much the better.
2. The session must be planned to
 - a. be short, fast moving--do not remain too long on a given approach such as slides, talk, etc.;
 - b. provide ample opportunity for participation of those present;
 - c. provide for flexibility in case the group shows signs of tiredness or boredom.
3. Older persons have considerable experience upon which to build. Your success and resourcefulness as an educational leader will be determined by how skillfully you are able to "tap that experience" and enable them to "learn from each other." Make them part of the teaching process, not just passive recipients of information.
4. Many older persons attend such sessions with a particular problem in mind. Thus, the leader must be flexible enough to allow those problems to be aired and to use them as a basis for discussion of the topic wherever possible. People learn by doing, particularly older persons. Therefore, use realistic problems and concerns.
5. Look for ways to be imaginative and creative in generating interest in and participation of older persons and to encourage their continued interest in the topic after the initial session has ended. Remember, if you have highly interested and motivated those

attending, they will, on their own initiative, often try to learn more about the topic and to apply the information to their daily lives.

6. The learning process for older persons is much slower than for others. They may have a physical condition, such as arthritis, cataracts, or hearing problems which prevent them from responding as quickly as you would like them to. Pacing of information given and responses received, answering questions, filling out forms, etc. will be much slower.
7. Do not appear condescending or patronizing. Remember that while older people may respond much more slowly than others, they are more deliberate and many have maintained their mental agility and keenness over the years.
8. Make it fun. Remember, members of your audience have earned the right to live as they please at this time in their lives. They will learn--if they want to--and you cannot teach them unless they want to learn.
9. Any testing should be self-testing, and participants must be assured that they are not being "evaluated" or "tested" in which they might reveal public ignorance of a topic or the ability to write.

D. GENERAL SUGGESTIONS FOR LEADING THE DISCUSSION

1. The most important factor in obtaining spontaneity and participation is your ability as a session leader to generate "trust" within specific groups of older persons. They will not participate unless they feel at ease.
2. Before older people will listen, they first must be listened to.
3. Older persons often have hearing problems. Therefore, the discussion leader may at some point ask the group to speak louder even if the room does have good acoustics.
4. When asking about a personal experience, ask participants to include not only what happened, but how they felt about what happened.
5. This educational module includes a series of lead or pump priming questions. Do not feel bound to use them all; however, stay with any lead question that has created the spontaneity and response which seems to be self-perpetuating and productive on the topic.
6. While trying to evoke problems, concerns, obstacles, uncertainties, and fears of participants, discourage counter-productive bitterness, criticism, moralizing, sermonizing, intellectualizing, advice giving, and going off on tangents not related to the topic.

7. Be very alert to the faces of participants; hold down those who would monopolize the discussion, while looking for an opening or spark of interest to involve those who have been silent. However, one should never be forced to share or participate.
8. Be alert to look for "bridges" or means of relating personal stories and anecdotes to the topic under consideration.
9. "Art of Weaving." Pick up a thread for the next point from something said on a prior point stated in the group. Timing is important here; move it along without rushing it.
10. "Trust the Group." Value spontaneity--trust a deep-centered desire for most older persons to actively participate if given the chance.

III. PROGRAM CHECKLIST

This "Program Checklist" is provided to help you plan the scheduling site location, publicity, transportation, and other arrangements for the session. Some of these suggestions may not be applicable to your particular group setting, so ignore those that do not apply.

		Check One	
		Yes	No
A.	<u>Scheduling:</u>		
1.	Did you check the local community schedule of activities and your own agency's calendar in order to avoid conflicts of dates?	___	___
2.	Have you selected the date, the program topic, and estimated the size of the group?	___	___
B.	<u>Site Location:</u>		
1.	Is the place (meeting site) in an area that is safe, easily accessible, with convenient parking facilities?	___	___
2.	Do those who will attend the program clearly understand the date, time, place, and the room where the program will be offered? (Including clear directions, a map, and signs inside the building?)	___	___
3.	Is the selected room large enough without being too large?	___	___
4.	Is the room comfortable (heated in winter, cooled in summer?)	___	___
5.	Is the meeting room private and away from the noise of other possible activities?	___	___
6.	Has seating been arranged before the meeting to accommodate the expected number of persons?	___	___
7.	Have necessary arrangements been made and confirmed with janitorial or custodial services to ensure that the building and room will be unlocked, heat or air conditioning turned on, and for locking up afterward?	___	___
C.	<u>Publicity:</u>		
1.	Contact local newspapers. The society page is usually the easiest and best place to obtain publicity at no cost. Have the press release hand carried to the editor for best results.	___	___
2.	Have announcements of the program been placed in local newspapers well in advance of the program and again within a week of the program as a reminder?	___	___
3.	Have announcements of the program been placed in appropriate newsletters or other notices mailed to members or clients?	___	___
4.	If any problems arise while at the program, do you know the name and telephone number of the appropriate person to contact?	___	___

D. Registration:

1. Have participants been registered in advance identifying their name, address, and telephone number? ___
2. If you plan to use name badges, have these been prepared in advance and additional badges made available for those who register at the program? ___
3. Should someone become ill or injured, are you thoroughly familiar with the location of the closest hospital and the best route to this hospital? ___
4. Do you have the number of emergency ambulance or rescue squad service? ___

E. Transportation:

1. Would the local transportation company be willing to provide transportation for participants? ___
2. Are buses available from the local public school system or churches for transportation of your group? ___
3. Are other transportation facilities available from the local senior citizen center or other agencies? ___
4. Is renting a bus desirable and/or possible? ___

F. Hospitality:

1. Are refreshments available before or after the program? ___
2. Has ample time been provided for refreshments and socializing? ___
3. Are the refreshments simple and easy to serve? ___
4. If refreshments require the use of kitchen facilities, are such facilities available? ___
5. Has someone volunteered to help with refreshments and hospitality? ___

G. Equipment and Materials:

1. Is the room so large that a microphone will be necessary? If so, has one been provided and tested beforehand? ___
2. Are enough user guides available for all of the participants expected? ___
3. Have you arranged for previewing the slides and tapes? ___

H. Day of Program:

1. Have one or more persons been assigned to greet persons at the door? ___
2. Have participants been thanked at the end of the program? ___

IV. LEARNING OBJECTIVES

At the close of this session, participants should have increased knowledge and improved skills enabling them to:

1. Clarify available assets and income;
2. Identify ways to increase income;
3. Evaluate current savings and investment alternatives;
4. Determine ways of reducing expenses; and
5. Direct daily financial decisions.

V. BACKGROUND FOR STRETCHING YOUR RETIREMENT INCOME

Inflation . . . Superinflation . . . Stagflation . . . Shrinking dollar . . . Spiraling costs . . . all descriptions of the economy--binding people in financial straitjackets while bills and vanishing cash impose limitations on our lives. Where has all the money gone?

These are times when ". . . never have so many been left with so little . . . !" "You can't take it with you because it goes before you do . . . !" "The only good thing about inflation is that by the time the government gets your money, it's worth less than when you made it!"

A lawyer screamed at a plumber, "Seventy-five dollars for fixing those faucets--that's outrageous! I spent seven years in college, have a \$5,000 law library, and I don't charge that much." The plumber said, "Neither did I when I was a lawyer." It sometimes helps to laugh, but can we?

Money! How much money do we have? What do we want that we really can't afford? What do we need that we can't buy? Can we hold our own against rising prices? How do we decide what to spend our scarce money on--food, fuel oil, drugs?

Many U.S. families are losing savings even while seeming to save more and losing income even while seeming to earn more. Those of us who retired 5 . . . 15 . . . 20 years ago are trying to live on an income that is 1/2 to 2/3 less than our working income and even that reduced income is being eroded 8 to 12 percent every year by inflation. This is the harest cut--the one that was impossible to take into account in our financial plans for retirement.

Experts cannot agree on the solutions to inflation, but one thing is clear--the money skills and habits of thrift, frugality, and careful figuring, which served each of us so well in the past, need to be re-awakened, dusted off, polished, and used as well as we can.

Where to Start--With Ourselves

It won't be easy, but we, who have experienced the Depression era of the 1930 decade and other economic ups and downs, have our experience to help us. We were here before easy "no-down-payment-credit" appeared, and we know that the unlimited use of credit is not the answer. We also remember how to bake a cake without a mix and we have made things do, or done without. Not that we want to do it again . . . No! . . . But we did it before and we can do it again.

Taking another look at what we have, what we need, and what we want, with a view to the special conditions created by inflation, is a first step. Delaying some purchases, taking time with decisions, informing ourselves, rediscovering "do-it-yourself" and "making do," and co-

operating and sharing with friends and family are coping methods which we've used in the past and will help us to cope now.

Planning--money planning has been called our greatest self-defense against inflation. Planning which incorporates a clear definition of our goals, our income, and our expenditures will give us the overview necessary to make sound financial decisions.

Making a Money Plan

Most people plan in one way or another. Some juggle their expenses against their income frantically, hoping to come to the end of the month with money to equal the number of days. Some budget every penny, allowing for no fun in spending and no spur-of-the-moment buying. Some get along just fine until an unexpected expense or forgotten payment comes due, and then there's a panic. There is a better way and that is to go back to the beginning and make a careful and complete list of what you have (income) and what you spend (expenses).

VI. THE FINANCIAL INVENTORY

A. STEPS FOR STRETCHING YOUR RETIREMENT INCOME

THE FIRST STEP FOR STRETCHING YOUR RETIREMENT INCOME is to carefully examine the sources of your income. Do you live entirely on Social Security benefits? Have you also applied for Supplemental Security Income to go with your Social Security income? (You do this by calling your Social Security Office and checking to determine if you are eligible for Supplemental Security Income benefits.) Do you have a pension of some kind? Have you and your spouse checked with your employer(s) lately to determine if you are eligible to receive a pension?

1. Examine Sources of Income

a. Social Security Benefits

- (1) Benefits arrive monthly; they include retirement checks, survivor's checks, and disability checks.
- (2) To receive benefits you must have a certain amount of work credit; the amount needed depends on your age. More than 90% of the jobs in paid- or self-employment qualify as work credit.
- (3) The amount of your check depends on your average earnings over a period of years, on your age when you begin receiving benefits, if you are claiming as a survivor or dependent of a worker, and on your relationship to the worker.
- (4) Law now provides for automatic increases in Social Security benefits to account for increases in the cost of living.
- (5) You may begin receiving retirement checks as early as age 62, but the size of your checks will be permanently reduced to reflect the greater number of years you will be receiving them.
- (6) You may work after you retire and still receive benefits; but if you are under 72, any income you earn beyond a certain level will reduce the amount of your benefits. In 1976, the maximum you can earn without affecting your benefits is \$2,760.
- (7) To make you eligible for disability checks, your condition must prevent you from working and be expected to last at least 12 months or to result in death. Benefits start for the sixth full month of disability and continue as long as you are disabled.
- (8) Social Security checks are not subject to income tax. Nor are they subject to garnishment or attachment, which means your creditors cannot take this money away from you in order to pay your debts.
- (9) If you leave the country for thirty days or more while you are getting checks, your right to benefits may be affected.

(10) Appeals:

- (a) If you are dissatisfied by a decision as to entitlement or amount, you have six months to ask for a reconsideration.
 - (b) After that you have six months to ask for a hearing before an administrative law judge in the Bureau of Hearings and Appeals.
 - (c) If still dissatisfied, you then have 60 days to seek review by the Appeals Council.
 - (d) If the council affirms or refuses to consider the unfavorable decision, you may bring an action in the federal courts within 60 days.
 - (e) There is no charge for the administrative appeals. You do not need a counsel at these hearings; but if you choose to use one, his fee must be approved by the Social Security Administration and in any case is limited to a maximum of 25% of any retroactive benefits awarded you.
- (11) For information about benefits or appeals, call the Social Security Administration. The Administration publishes a number of informational brochures which are very helpful and are available free of charge. At any rate, the Administration advises that you call them when:
- (a) You are unable to work because of a disability expected to last 12 months or more.
 - (b) You are 62 or older and plan to retire.
 - (c) You are within two or three months of turning 65, whether you plan to retire or not.
 - (d) Someone in your family dies.

b. Supplemental Security Income (SSI)

- (1) Purpose: ". . . to assure a minimum level of income for people who are age 65 or over, or who are blind or disabled and who do not have sufficient income or resources to maintain a standard of living at the established federal minimum income level."
- (2) You need not be receiving Social Security checks to be eligible for SSI. Eligibility is based on need, not work credits--you must be 65 or older, blind or disabled, and your income and assets must be below certain levels. You may be eligible even if you have some income, including Social Security.
- (3) Like Social Security, SSI benefits come as monthly checks, and their amount rises automatically with rises in the cost of living (if the rise is at least 3%).
- (4) If you receive SSI benefits, it is very important for you to notify the Social Security Administration of any changes in your life; for example, if you move to a nursing home or there is a change in your marital status.

- (5) Appeal rights are generally the same as for Social Security, but you must file appeals within 30 days at all levels except the federal courts, where you have 60 days.
- (6) To find out whether you are eligible, call the Social Security Administration.

2. Are You Receiving Maximum Benefits?

THE SECOND STEP is to ask yourself if you are certain that you are getting the full amount of money from these sources that you are entitled to. Many retired persons assume that they are receiving the full amount of money from Social Security, Supplemental Security Income, and pensions without bothering to check. Those who do check are often surprised to learn that they are entitled to more--sometimes much more.

3. Other Benefits You Could Be Receiving

THE THIRD STEP is to look at the list of income sources above. Are there any that you think you might be entitled to that you are not now getting? Some retired persons have lost thousands of dollars because they did not think of some of the above sources of income or did not bother to look into it. For example, if you were forced to retire against your will, and have not yet drawn Social Security Retirement benefits, and are able and willing to work, you may qualify for unemployment benefits. By taking unemployment compensation, you thus delay receiving Social Security benefits and will increase the monthly amount of such benefits when you do receive them.

4. Plan Investments

THE FOURTH STEP is to ask yourself if you might not be giving your money away without knowing it. You are if you own any savings, stocks or bonds, or other investments that are not earning the most money possible. Millions of dollars are thrown away every year by retired persons who are keeping their money in unproductive ways or in accounts that are not earning the most possible money. Even a little checking with other banks can result in sizeable additional savings. Begin by checking with the trust department or officer in your own bank, but do not stop there. Check with the trust officer in several other banks. Then check with any savings and loan corporations in your area and, if you belong to one, with your own credit union.

Ask them what interest rate they pay on savings. Then ask them how often the interest on such savings is compounded. The more frequently interest is compounded, the more money you will earn on your savings. However, the interest rate is more important than the frequency that interest is compounded. Thus, if there is a choice between 6% compounded daily and 6 1/4% compounded quarterly, you would be better off choosing the higher interest rate of 6 1/4%. However, check into the time availability of your savings investment.

5. Look Into Federal and Local Benefit Programs

THE FIFTH STEP is to make good use of local, state, and federal programs which are designed to help you with a lack of income. Some retired persons are reluctant to use food stamps and other forms of public assistance because they believe that it is "charity." This is not so, however. You should remember that your taxes--past and present--help pay for these programs. If you qualify for food stamps and other assistance, remember that you probably have paid enough in taxes already to support these programs for many years.

Food stamps may be used to purchase food at most stores. The amount you pay for the stamps is determined by your household's net income. Anyone who meets certain income and asset limitations is eligible for food stamps. Normally a household's assets (with certain exceptions, such as the value of the homestead) may not exceed \$1,500; but for a household of more than one person where at least one member is 60 or over, the asset limit is \$3,000. To appeal, you may request a review of your case by a supervisor and then move on through administrative hearings to the state courts. Notify the Food Stamp Office of your intent to appeal within ten days of receiving an adverse decision.

6. Turn Your Time Into Cash

THE SIXTH STEP in stretching your retirement income is to earn money through a full- or part-time job. It is surprising how many older persons are working part time and adding to their income as well as finding a great source of satisfaction in doing so. It is even more surprising to learn that many older persons have been able to convert a lifetime hobby into extra money--such as wood-working, sewing, knitting, ceramics, painting, etc.

7. Sell Unneeded Household Items

THE SEVENTH STEP is to do a household inventory. Do you know what you own? If you are like millions of other retired persons, you probably do not; and you would be surprised to learn just how much you have accumulated over the years. Not long ago a senior citizen club had a project where everyone did an inventory of household items they had tucked away. Not only was it FUN, but they accomplished several things by doing the household inventory. They found things that they thought they had lost; they got rid of a lot of dangerous rubbish and trash; last and most importantly, they discovered a lot of things that they did not need any more, cleaned and fixed them up, and had a large garage sale. The members of this senior citizen club made an average of \$135 each on the sale. Following is a sample household inventory list to help you get started:

(You can estimate the value of the items in your inventory list by looking in a mail order catalog such as Sears or Montgomery Ward.

After finding the item and what it costs new, take 1/3 of the price of that item if you bought it new and it is in working order. If it is not working, you will have to put a lower price on it.)

<u>ITEMS WHICH MAY BE MOST VALUABLE (LIST)</u>	<u>ESTIMATED VALUE</u>
1. Antiques, heirlooms, and paintings	_____
2. Kitchen (all appliances, china, silverware, glassware, etc.)	_____
3. Bedrooms (furniture, drapes, curtains, lamps, etc.)	_____
4. Dining Room (furniture, drapes, curtains, lamps)	_____
5. Family Room (furniture, drapes, curtains, lamps)	_____
6. Basement (tools and everything else there)	_____
7. Garage (tools and everything else there)	_____

8. Consider Financial Aspects of Present Housing

THE EIGHTH STEP is to look at your house. Take a really good look. Do you own it or does it own you? Has it become a bigger financial burden than a comfort? Are the property taxes increasing? Is it expensive to heat, to repair, and keep up? Is it too far from church, shopping areas, etc.? Are the expenses likely to get worse? If your answer to these questions is "Yes," then there are several alternatives that you can consider:

- a. Can you take in boarders? Having someone to help share expenses and perhaps upkeep might be one good way for you to reduce expenses on your house.
- b. Have you considered selling your house and buying a smaller house or condominium, or even renting an apartment closer to church and other areas where you go most often?

9. Determine Investment and Retirement Income for Longevity

THE NINTH STEP is to determine how long your savings and investments will last. If you retire with a "nest egg" of \$100,000, perhaps you can make it last for one decade, two, three, or even longer. Just how long will be determined by the rate of return on your capital and the amount you withdraw for living expenses each year. Suppose, for example, you need \$9,000 a year, and your fund

is earning a 7% return; then your money will last 22 years. If your return equals or exceeds your withdrawals, your fund will last indefinitely, as indicated by the symbol ∞ on Table 1. (Always keep in mind that the dollars will buy less in the market place than they are buying as you read this.)

ANNUAL WITHDRAWAL	YEARS YOUR \$100,000 FUND WILL LAST AT THESE ANNUAL RATES OF RETURN*					
	5%	6%	7%	8%	9%	10%
\$ 6,000	36	∞	∞	∞	∞	∞
7,000	25	33	∞	∞	∞	∞
8,000	20	23	30	∞	∞	∞
9,000	16	18	22	28	∞	∞
10,000	14	15	17	20	26	∞
11,000	12	13	14	16	19	25
12,000	11	11	12	14	15	18

Of course, if your "nest egg" amounts to just \$50,000, you simply cut the annual withdrawal amounts in half and your money will last the same number of years shown in the Table.

The Rule of 72's also will tell you. Take the rate at which your savings or investments are earning and divide this rate into 72. The result is the number of years it will take for your money to double if left alone. For example, if you have \$5,000 in a savings account earning 6%, divide this 6 into 72 = 12 years for your money to double if left untouched. However, this is not the same as purchasing power because inflation will take its huge toll. For example, if you have \$5,000, put it under the mattress or other place where it is not earning interest, and inflation continued at 6% per year, 72 divided by 6 would mean that the purchasing power (how much that \$5,000 will buy) will be cut in half in just 12 years. Now you can see what happens to the purchasing power of savings if left in a bank where it is not earning much interest. If your savings were in a bank earning only 5% and inflation continued year after year at 8%, then you would lose 3% or \$150 per year in purchasing power. Can you afford to throw away \$150 each year? THEREFORE, IT IS VERY IMPORTANT THAT YOUR SAVINGS EARN JUST AS MUCH AS POSSIBLE AND FOR THIS REASON SHOULD BE PLACED IN CERTIFICATES OF DEPOSIT (DC) OR LONG-TERM INVESTMENT ACCOUNTS EARNING AS MUCH AS POSSIBLE. (SOME BANKS PAY AS MUCH AS 7 1/2% INTEREST OR MORE ON

SUCH ACCOUNTS.) CHECK WITH YOUR BANKER AND TRUST OFFICER AND ASK WHAT ACCOUNTS THEY OFFER THAT WILL KEEP PACE WITH INFLATION AND EARN YOU AS MUCH INTEREST AS POSSIBLE.

Summary

It is probably safe to say that almost every retired man and woman could add something to their retirement income if they very carefully spent a little time following each of these nine steps. To summarize these steps:

1. Examine the sources of your retirement income.
2. Are you receiving the full amount of money to which you are entitled?
3. Are there any benefits that you are not now receiving but may be qualified to receive?
4. Are your savings and other investments earning the most money possible?
5. Are you making use of local, state, and federal programs designed to aid in food and housing costs?
6. Is there a full- or part-time job you could take or a hobby you could expand to bring in further income?
7. Are there unneeded household items you could sell?
8. Has your home become a financial burden?
9. Determine how long your savings and investments will last with inflation with your present level of living expenses.

B. STEPS FOR CUTTING YOUR RETIREMENT EXPENSES

Now that you have taken a good look at your income and how to raise it, let's look at your expenses to see if there are some things you could do to cut expenses.

1. Figuring Your Net Worth

A net worth statement is the sum of your assets minus your liabilities and will show you exactly what you would have in cash if you were to sell everything you own and pay everyone that you owe. The net worth figure will give you a complete and detailed picture of where you stand financially. Most persons usually find from their net worth statement that they are better off than they think, and they often discover assets that they did not know they had! Use the net worth work sheet as a guide. Take the time necessary to thoroughly survey the value of your possessions and assets as well as itemizing your debts. Your net worth figure will be used as a guide to making financial decisions in planning for future needs and goals.

2. Where Does All the Money Go?

The next step in taking inventory is to determine what your income is, where it comes from, and where the money goes on a monthly basis. The Income and Outgo Checklist gives a listing of categories and definitions of some of these categories to help you itemize your expenses. Unless you have kept records, establishing your expenses will take time. You will be able to arrive at a fairly accurate picture of your large and regular expenses by referring to bills, receipts, and your checkbook. It will be more difficult to itemize the day-to-day expenses which account for substantial portions of your income. Guessing will give you some idea of your level of spending. Another way to establish your level of spending is to make a conscious effort to write down every expenditure and its purpose for one month. When the month is over, you will have a pretty good idea of where your money has gone. Your inventory of cash flow (income and outgo) will show your income exceeding, just meeting, or failing to meet expenses. Review the outgo categories and decide whether your spending patterns are completely satisfactory. You may find that you wish to cut down spending in categories that are relatively unimportant to your family or increase spending in areas that will bring you more happiness and security.

Financial well being depends on knowing where you stand, where you want to go, and what you can do to achieve immediate and long-range goals.

NET WORTH STATEMENT

	<u>Current Year</u>	<u>Future Year</u>
Asset Distribution:		
Cash--on hand	\$ _____	\$ _____
--checking accounts	_____	_____
--savings accounts	_____	_____
Cash value--insurance	_____	_____
--annuities	_____	_____
Current equity in pensions	_____	_____
Market value of real estate	_____	_____
Market value of investment securities	_____	_____
--stocks	_____	_____
--bonds	_____	_____
--mutual funds	_____	_____
--other	_____	_____
*Market value of business interests	_____	_____
Market value of durable possessions	_____	_____
--automobile(s)	_____	_____
--household furnishings	_____	_____
--household appliances and equipment	_____	_____
--recreation and hobby equipment	_____	_____
--other*	_____	_____
Other assets	_____	_____
TOTAL ASSETS	\$ _____	\$ _____
Liability Distribution:		
Principal due on mortgage	\$ _____	\$ _____
Automobile loan outstanding	_____	_____
Personal or business loans outstanding	_____	_____
Current unpaid taxes	_____	_____
Installment loans outstanding	_____	_____
Charge accounts and credit cards	_____	_____
Current unpaid bills	_____	_____
Other liabilities	_____	_____
TOTAL LIABILITIES	\$ _____	\$ _____
Assets	\$ _____	\$ _____
- Liabilities	_____	_____
NET WORTH	\$ _____	\$ _____

*Starred items are defined to help you determine more accurately "where does all the money go."

INCOME AND OUTGO CHECKLIST

Monthly Income:

Social Security (husband)	\$ _____
Social Security (wife)	_____
Pension or Union benefits	_____
Veterans pension	_____
Interest on savings accounts	_____
Interest on savings bonds	_____
Dividends on stocks	_____
Dividends on mutual funds	_____
Insurance benefits	_____
Annuities	_____
Rents, royalties	_____
Income from business	_____
Income from employment (husband)	_____
Income from employment (wife)	_____

TOTAL MONTHLY INCOME	\$ _____
----------------------	----------

Fixed Monthly Expenses:

Real estate taxes or assessments	\$ _____
Personal property taxes	_____
Mortgage payments or rent	_____
Insurance premiums (life, home, health, auto, etc.)	_____
Automobile payments (repair and operating costs)	_____
Installment loan payments	_____
Personal loans	_____
Other	_____

TOTAL FIXED MONTHLY EXPENSES	\$ _____
------------------------------	----------

Controllable Cost of Living Monthly Expenses:

*Food (including meals out)	\$ _____
*Household operations	_____
*Home furnishings	_____
*Transportation	_____
*Health	_____
Credit card and charge accounts	_____
*Clothing	_____
*Personal care	_____
*Recreation and miscellaneous	_____
*Other	_____

TOTAL CONTROLLABLE EXPENSES	\$ _____
-----------------------------	----------

Total monthly income	\$ _____
Total monthly expense	_____
Fixed	\$ _____
Controllable	_____

TOTAL	\$ _____
-------	----------

*Starred items are defined to help you determine more accurately "where does all the money go." You may wish to break these items down further-- for example, "utilities," or even "electricity," "gas," etc., so that you can spot problem areas.

DEFINITIONS OF STARRED ITEMS IN NET WORTH STATEMENT AND INCOME AND OUTGO CHECKLIST

Business interest: Market value of business, if you were to sell it today.

Durable possessions other: Valuables such as jewelry, furs, coin or stamp collections, fine art, or antiques, books, cameras.

Food: Meals at home, meals away from home, food for entertaining, alcoholic beverages, soft drinks, snacks, tobacco, pet food.

Household operations: Repairs, house and garden maintenance, utilities, fuel, telephone, cleaning, laundry supplies.

Home furnishings: Furniture, fixtures, draperies, linens, kitchen equipment, garden tools, plants, seeds, fertilizer.

Transportation: Repairs, washing, tires, garage, gas, oil, maintenance, licenses, drivers registration, inspection fees, tools, parking, taxis, public transportation.

Health: Out of pocket expenses for medicines, drugs, eye glasses, hearing aid, hospital, doctor, dentist, opthamologist, etc.

Clothing: Clothes, shoes, fabrics, laundry done outside the home, dry cleaning, repairs.

Personal care: Cosmetics, toiletries, soaps, tissues, razor blades, barber, beauty parlor, grooming equipment, etc.

Recreation: Books, magazines, newspapers, records, club dues, fees, movies, sports, concerts, theatre, hobbies, vacations, holiday travel, adult education, stationery, postage, pet care, occupational dues, tools, gifts, charity.

Advance planning saves money! You can save as much as 3 to 40 percent.

Look for: --preseason promotions
--late season clearances
--reduced prices

3. Developing Goals

Money planning is a household job. Every household member who shares in spending should share in understanding how it is spent, as well as how it should be spent. Start by talking about where you envision yourselves two years from now: Do you want to have a sizeable estate? Do you want to help your children or grandchildren through a financially demanding period? What do you want to do about vacation next year? Does the house need repairs? Do you need new clothes? Where do you feel that you could cut down on expenses? Do you anticipate significant changes in income, or spending? Will some long-term obligations and debts be paid off? Selecting goals is a searching task because it commits you or your family to some basic decisions about what really is important in life.

4. Setting Up a Money Plan

You have been through a soul-searching process, and you will have arrived at this point knowing: (1) your financial worth, (2) where your money goes, and (3) what you want your money to do for you. You can now set up a monthly plan based on your fixed expenses (the ones you can do little or nothing to change) and the flexible expenses (the costs that are within your family's control). A monthly planning form has been included. Keep in mind these six rules as you help others set up monthly money plans.

a. Don't plan by decree.

Your plan will be resented if you do; viewed as something to "get around," not something to "get with." Involve everyone in planning it. When everybody is in the game, everybody plays by the rules.

b. Don't do it all at one sitting.

Developing a good, workable money plan takes much talk, lots of checking around for data. And afterthoughts often prove best. Decide that your plan should take effect the first of next month, not first thing tomorrow morning.

c. Don't let others plan for you.

It's easy to be influenced by what other people spend for various items, even by "model budgets" and statistics on what's "normal" or "right" to spend. Your money plan is very personal. Plan it to fit the very personal you.

d. Don't aim for drastic change.

Don't do it all at once. You can make little changes in spending habits with little pain. Big changes can lead to pain and revolt. Start with realistic, attainable goals.

e. Don't expect miracles.

There's no salvation in the mere act of devising a money plan. After all, a plan is only a measuring tool. It can tell you when spending in some category is safe, warn you when spending in another gets out of line. But a money plan can't hold you in line. You've got to do that yourself.

f. Don't make it permanent.

Conditions change. Experience teaches. You will need to modify your money plan as you go along. Once you learn to live with it, all it will need is occasional fine tuning. But in the first year or so, expect to keep tinkering to get the thing working right.

Periodic review of your plan will keep you abreast of changes in the economy as well as helping you to modify your plan to more adequately fit your needs. How often you do this review is really up to you. However, once a year is minimum, and some experts suggest a quarterly review to help you keep up with rapid changes in today's economic conditions.

5. Developing Methods for Coping

Cut down on household expenses. Two rules to keep in mind in controlling household expenses are: (1) If the price is too high, and you can live without it--don't buy it. Weigh the value of the item against just how much you need it. (2) If there is a comparable product at a cheaper price, buy the cheaper one. Do not buy a product in high demand when you know that it will be on sale in a few months to make way for a newer model or because it is out of season.

Consumer information is available to help you make informed buying decisions as well as providing money saving tips for food, furnishings, clothing, and a host of other areas. The enclosed bibliography will start you on your way to being an informed consumer, but check with your local library and do not forget the suggestions often published in monthly women's magazines. Your friends might wish to meet regularly to share ideas and develop money saving programs. Ask your local agricultural extension service or the department of home economics of your local university or college for program suggestions or the latest money saving information.

Plan investments and savings. Be sure that you are receiving an interest rate that is ahead of the inflationary rate. If it is not, try to find a better but safe investment plan.

Keep in mind that there is no one perfect investment or saving plan that is good for every household and every situation. Some savings plans are easy to turn back into cash. Some involve great risk; others little. You will need to think through your needs and goals very carefully. Take time with your decisions and keep yourself informed. The enclosed bibliography suggests sources of up-to-date

investment and saving information. Check with your bank or consumer credit counseling service for more specific information.

C. ADDITIONAL TIPS FOR REDUCING MAJOR EXPENSE CATEGORIES

1. Taxes

- a. You are eligible in retirement for important money-saving tax breaks. Under the tax laws if you are 65 or older by the end of the tax year, you can claim an extra exemption plus a second exemption for your spouse (if the spouse is 65 and files a joint return with you).
- b. If you are 65 or over or are retired, you could get a retirement income credit which could cut your tax directly by a credit of up to 15% of your retirement income.
- c. If you are 65 or older before you sell at a profit a home in which you have lived for five of the previous eight years, you might be able to eliminate all tax on the gain, if the sale price is \$20,000 or under. If the price is more than \$20,000, you might be able to avoid tax on part of this gain.
- d. Above and beyond tax breaks on your federal income tax, most towns and states offer some type of exemption, special deduction, or reduction for retirees.
- e. You are eligible for important tax deductions if you are on a special diet prescribed by a doctor for diabetes, high blood pressure, or other illness. To qualify for this exemption you must keep accurate records which indicate the difference in your food bills for the special doctor-prescribed food over the normal cost the food would be.

2. Transportation

Many senior citizens find it difficult to reach good economical stores in which to shop. Some are, for reasons of physical and economical limitations, forced to trade at more expensive neighborhood stores. Many stores will not deliver as they used to do. For these reasons, older persons are often forced to pay more for poorer quality merchandise since they cannot reach less expensive outlets.

- a. Seniors should look for ways to "pool their buying." Such a plan would operate by two or three senior citizens who live near each other planning their shopping together to reduce transportation costs and to reach lower cost stores and shopping centers. Each person would share the expenses of a cab or car.

For example, grocery store A has a series of specials as do grocery stores B and C. The problem is that they are located miles apart. Families #1, 2, and 3 each make up a shopping list. They then compare prices at each of the three groceries

and find that certain items needed are less in one store than in the other two. Person 1 then shops at store A, purchasing the lowest priced specials; person 2 at store B purchasing the lowest priced specials; and person 3 shops at store C purchasing the lowest priced specials in that store. When they return, items are distributed to the person who ordered them; or each person then buys from the other those lowest priced specials purchased at stores A, B, and C. This plan is much simpler than organizing a buying club.

- b. Some senior citizen organizations organize car pools for shopping or provide buses for shopping trips. Some large shopping centers also have bus service which could be rerouted to accommodate senior citizens.
- c. Senior citizen clubs also have petitioned for improved bus services or route changes.
- d. Save on gas and oil by buying at independent discount stations or fill-it-yourself stations.
- e. Switch to a smaller car for savings on gas, maintenance, and insurance.
- f. If your car is over four years old, then it may not be worthwhile to carry collision insurance on it.
- g. Choose a higher deductible on collision insurance. One hundred dollars deductible instead of \$50 can save you 20% or more in annual premiums.
- h. Carry uninsured motorist coverage so that you are protected in case an uninsured driver hits you.
- i. Select a manual transmission instead of automatic on your next car. You will lower gas costs.
- j. You may save money by buying a used instead of a new car. The average car depreciates 50% in the first two years.
- k. Regular maintenance eliminates minor problems before they become major troubles. Seasonal check-ups for your car can keep running expense low.
- l. When choosing a used car, pay an independent mechanic to test-drive and check it before you buy.
- m. When choosing a new car, remember the fancy options can add a lot to the price tag and running expense.
- n. Extra liability insurance costs little and can keep you from financial disaster in case of a major accident.

- o. Use regular gas unless your engine takes high-test only. High octane will not deliver more power or make your car run better.
- p. Check parking rates if you commute to town. You can often pay less a block or two from the center of town.
- q. Walk or ride a bike once in a while instead of driving. It is good for you.
- r. Buy new cars in August before the new models come out--or in December. You will get a better deal.
- s. Always lock your car. It may eliminate theft.

3. Utilities

Utility costs are generally basic. However, there are many things which can be done to control them and to make their usage more effective.

a. Electricity

- (1) Do not light unused portions of the house. Turn off the lights when you leave the room. Use the lowest watt bulbs that fill your needs.
- (2) Generally, the older the appliance, the more it costs to operate it. Know which uses the most electricity and use it wisely. (Any appliance which produces heat or cold, such as a refrigerator or an electric heater, uses a great deal of electricity.) Do not use it unnecessarily.
- (3) Set the dial on your refrigerator so that the temperature is 40° and 10° for your freezer.

b. Heating

- (1) Do not overheat the house . . . keep the temperature around 70 to 72°. At night, lower the temperature. Never put furniture in front of the registers. Use storm windows--even if you can only afford clear plastic window coverings, you will save money. Be sure to caulk or weather strip all cracks around windows and doors. If you are not using the room, close off the registers and shut the door. Be sure you are not heating the "great outdoors." Keep the doors and windows tightly closed when the heat is on. If the house is going to be empty for more than a couple of days, set the heat back to 55°. Otherwise, do not play with the thermostat--set it at the proper temperature and LEAVE IT ALONE.
- (2) Have your thermostat moved to an inside wall.
- (3) Remember to cover the windows to keep out drafts. Use shades and drapes if you have them. A lot of heat is lost on uncovered glass.

- (4) If you cannot afford to weather strip your doors or windows, seal cracks with cloth.
- (5) The most important rule is to make certain that your house is insulated properly.
- (6) Heat only the parts of the house that you use.
- (7) Let the sun shine in as much as possible in winter.
- (8) Cover your floors with old rugs. If you do not have enough, these can be bought cheaply at garage sales and auctions. Before you lay the rug, cover the floor with several layers of newspaper and then tack down the rug.
- (9) If any of your rooms are heated by a radiator, use a reflector. A reflector can be made from a piece of aluminum or more simply by taping or gluing a piece of aluminum foil around a piece of cardboard.
- (10) Keep your heaters clean and in good repair. Changing a dirty filter is cheap and can save you considerable money.
- (11) Make sure that all steam pipes or hot air ducts are insulated where they run through the basement or cold rooms. Make sure that there are no air leaks in the ductwork.
- (12) Since moist air feels much warmer, consider adding a humidifier to the furnace.
- (13) Logs for your fireplace can be made out of rolled up newspaper and old magazines, and tied with string. But close fireplace dampers when the fireplace is not in use.
- (14) Use a small fan to circulate heated air in winter and cooler air in summer. You can turn the thermostat down and use a fan to circulate air from a heat duct to make the room more comfortable.

c. Emergencies--If Your Heat Goes Off!

If your heater breaks down or you run out of fuel, there are several things you should do:

- (1) Try to make simple repairs if your heater is broken. If you cannot, call in a furnace company repairman.
- (2) If you are out of fuel, call the fuel dealer and ask him for an emergency delivery. If he cannot bring it for some reason, the information on the inside back cover will tell you where to call for more help.
- (3) If you just cannot get fuel for several hours or days, take these steps:
 - (a) Get dressed in very warm clothes.
 - (b) Once you are warm, heat only the rooms which are absolutely needed.
 - (c) Use your fireplace or wood heater if you have one. If not, try to borrow a small space heater, camp stove, or charcoal grill. Remember if these are not electric, you must have plenty of air ventilation when you use them.
 - (d) Fill pots and pans with water for drinking. Then drain your water pipes. Shut off the valve where the water

comes into the house. Open the faucets and close the water inlet valve on the toilet. Flush the toilet. Find the drain valve for the water system and let the water out. It is usually in the basement. Taking these steps may prevent your water pipes from freezing and breaking.

(e) If you need further help right away, ask your neighbors.

d. Water

- (1) Replace all worn-out faucet washers--do not tolerate leaks. They cost money.
- (2) Taking a shower uses less water than taking a bath, providing you do not spend too much time in there.
- (3) Always put trash in the wastebasket; never flush it down the toilet.
- (4) When washing clothes, wait until you have a full load; do not over-load or under-load the machine. Be very careful when adding the soap, too.
- (5) Chill water in the refrigerator rather than letting it run until it is cold.
- (6) Water the lawn and shrubs only when they really need it.
- (7) Place a brick in the bottom of the toilet tank to save approximately a quart of water each time the toilet is flushed.
- (8) Your hot water is the most expensive appliance you have in the house. Set the heater thermostat to lower temperatures (110°-120°) and use less hot water. Insulate the pipe between the hot water heater and the faucet.

e. Telephone

- (1) Use the least expensive type of service that fits your needs; special types of styles and colors and extensions cost extra money. Extensions, unnecessary wall jacks, and longer cords all increase the bill.
- (2) Use the phone only as a means of communication and not as a means of recreation. Limit all unnecessary use of the phone.
- (3) When calling long distance, make notes of all important items so that time is not spent in idle chatter. It is expensive to listen to each other breathe and you can always get the weather report on the news. If possible, write a letter instead of phoning.
- (4) Remember, it is cheaper to dial direct.
- (5) Above all, always make sure your bill is accurate. Do not pay for any calls you are not sure of--check with the phone company first.

4. Clothing

- a. Sew your own. Easy-to-make children's wear and casual clothes may save you 20 to 50 percent.

- b. Try discount stores for name-brand clothes and shoes.
- c. Co-ordinate your clothes. Match new purchases to items you already own; stick to a few basic color schemes.
- d. Buy socks and stockings in quantity so you will always have a matching "spare."
- e. Check label for special cleaning requirements. Special treatment is expensive over the long run.
- f. Choose darker colored outer wear for less frequent dry cleaning.
- g. Prolong wear with smart laundering. Too much detergent weakens material. Economical laundry additive is 1/2 cup washing soda.
- h. Shop the used clothing and "Charity Stores" for excellent buys.
- i. Good fit means longer wear. Be fussy about shoes, woolens, underwear, and hard-to-alter clothes.
- j. Store clothes correctly for longer life--mothproof woolens, put cottons away unstarched.
- k. Check construction of clothes. Are seams secure? Does fabric pattern match? Are buttons--fasteners practical?
- l. Do-it-yourself dry cleaning is thrifty for colorfast non-washables that do not need professional pressing.
- m. Check for fiber content, shrinkage, and color fastness. You may save money in the long run by paying a little more.
- n. Shop the sales. Pre- and post-season sales can offer real values.
- o. Try it on when possible. Sizes do vary.
- p. Plan your shopping. Know what it is you are after. Avoid "impulse" buying--think it over first.

5. Gifts

Retired persons have been found to spend a higher percentage of their limited incomes for GIFTS than for any other item except necessities. This handy GIFT PLANNING GUIDE should help you keep gift buying within your limited budget.

Cutting Your Gift Expenses by Planning Ahead

- a. Based on what you spent last year for gifts, flowers, and cards, determine how much you can spend in the coming year for those occasions and people.

- b. Using the list of "gift occasions," compile an annual list of occasions WELL IN ADVANCE.
- c. Determine how much money is available to spend for each occasion.
- d. Determine how much money is available to spend for each person on that occasion.
- e. SHOP WELL IN ADVANCE FOR ALL GIFTS, TAKING ADVANTAGE OF SALES, SPECIALS, AND OTHER BARGAINS. With advance planning and shopping, you should be able to buy all or most of your gifts at bargain prices.
- f. Be imaginative and keep an open mind when shopping for future gifts. Instead of trying to find "exactly the right gift," remember that there are unlimited possibilities for finding suitable gifts.
- g. Instead of buying a gift earmarked for a particular person, choose gifts that could be given to any number of persons.
- h. Set aside a permanent place in your home for storing gift items until they are needed.
- i. Large families should consider drawing names at Christmas time.
- j. Try making your own gifts if you sew, bake, paint, or if you have other craft skills.

6. Shopping Tips

- a. Budgeting. A budget is merely a "plan for spending" so that your money is spent for those things which mean most to your family's welfare and happiness, and not wasted on things which mean least to you and your family. PLANNING AHEAD gives you time; time to save up cash and avoid finance charges, time to acquire reliable information, time to look around for the best buy, and time to simply "think about it." The more expensive the item, the longer you should plan ahead for that purchase.
- b. Avoid Impulse Buying. Impulse buying is almost always done at the expense of something else that you want more, things which rate higher on your list of spending priorities. Always take a shopping list and stick to it when shopping for reoccurring household purchases such as food.
- c. Shop Around. Comparison shopping does pay for itself. Comparison shopping is necessary to locate differences in quality and price. It is necessary to find what you are going to buy (what will satisfy you) at the best available price. It also may reveal other alternatives which may meet your needs and pocketbook better. The buyer who never shops around foregoes

GIFT EXPENSES — PAST AND PLANNED

Perhaps the most overlooked group of expenditures in a person's or family's budget is spending for gifts, cards, and flowers. For a revealing look at your own yearly expenses for these items, complete the following list with the amounts that you estimate having spent for each of the items last year. Is it more or less than you previously imagined? Then determine how much you can afford to spend on each of these items in the future.

PAST EXPENDITURES

	GIFTS	CARDS	FLOWERS	TOTAL
Birthdays	\$	\$	\$	\$
Anniversaries				
Showers				
Engagements				
Weddings				
Births				
Valentine's Day				
St. Patrick's Day				
Easter				
Passover				
Mother's Day				
Father's Day				
Memorial Day				
Graduations				
Hallowe'en				
Thanksgiving				
Christmas				
Hanukkah				
New Year's Day				
Deaths				
Others 1.				
(specify) 2.				
TOTAL				

38

TOTAL

PLANNED FUTURE EXPENDITURES

[illegible]

33

savings of 10 to 30 percent on food and up to 100 percent on more expensive commodities. Use the Yellow Pages of your telephone book in your search for the right product at the best price.

- d. Look For Low Cost Alternatives. Some of these alternatives, such as discount houses, mail order catalogs of reputable stores, surplus stores, factory outlets, resale shops and auctions are available to everyone, while some, such as buying wholesale, require inside knowledge of friends.
- e. Buy Basic Styles and Models. When you leave off the frills and options, you often can get the item for up to 25% less. Price increases are usually greater on the "extras" than on the basic styles or models. In some cases, people buying these "extras" actually pay part of the costs of the basic style or model bought by others.
- f. Buy for Intended Use. Get rid of the cliché, "In the long run, it always pays to get the best that money can buy." This cliché is a substitute for lack of information and sound decision-making. For example, the best or most expensive fruits with perfect appearance are not worth the extra price if they are going to be chopped up or mixed with other ingredients.
- g. Stick to the Middle Price Ranges. By so doing, you can usually avoid the expensive frills on the one hand, and the poorly made items on the other hand.
- h. Look for Private Brands Instead of Name Brands. There is usually little if any difference between the two, and often the private brands are made by the same manufacturer. You may be paying extra just for the label or brand name.
- i. Look for Seconds or Irregulars Which may Suit Your Needs at a Much Lower Price. In many cases, these seconds and irregulars can be excellent buys, often selling at 50% below their usual price, and may only be soiled or have a hardly noticeable flaw.
- j. Consider Good Used Articles. Excellent buys often can be found in the classified ads of your newspaper. Frequently, the merchandise is almost new or unused.
- k. Buy in Large Quantities and in Bulk Whenever Possible. Usually the larger quantities cost less per ounce or per pound than the smaller quantities.
- l. Pool Your Buying Whenever Possible. Considerable savings have resulted when two or more persons together have purchased items or when people have joined buying clubs or co-ops.
- m. Form the Habit of Reading Labels, Guarantees, Contracts. You may be surprised at what you find. For example, you may discover

that the product you thought you were buying is not the selected item, and that later you would have to purchase the right item, or you may discover that the item will not meet your needs, or that you are not satisfied with the guarantee.

- n. Do Not Overpay For Convenience. Often the services which go with a product are more expensive than the item itself.
- o. Take Advantage of Sales and Specials. Most sales and specials are legitimate money-saving opportunities. To take full advantage of sales and specials, however, you should be financially prepared by having some savings set aside for this purpose and a plan for spending (See "Annual Clearance and Sale Dates").
- p. Ask to Speak to the Department Buyer if you are unable to obtain information about the intended purchase. He is probably better able to provide you with more information than the sales clerk, and is in a better position to grant any price reductions you request.
- q. Learn About Selling Practices and Merchandising Policies. This can be an interesting and rewarding hobby. Sales clerks are often paid to recommend the products of a particular manufacturer. If a salesman can switch a customer to a brand which is being pushed, he may be paid an extra commission. Ask pertinent questions about the technical characteristics of an item or service being offered. This is an effective way to counteract high-pressure selling.
- r. Do Not Be Afraid to Bargain. Remember, prices often have been intentionally set high enough to allow for this bargaining. In some cases, the seller has no intention of getting the list or asking price, except from the uninformed and the naive.
- s. Check the Weights or Measures of Items You are Planning to Purchase or Have Just Bought. Experts have estimated that one can save up to \$80 a year by doing just this.
- t. Check Your Bills and Receipts. Many times there is an inadvertent overcharge or undercharge. Only your own honesty when you have been undercharged entitles you to expect the same honesty from the seller when you have been overcharged.
- u. If a Purchased Product is Faulty, Take It Back. If a Service is Faulty, Return to the Place Where it Was Performed. In fact, it is everyone's "duty" to do so. If someone had done this before you, perhaps you would not now be compelled to do so yourself. In most instances, the retailer will be happy to rectify the mistake in order to keep you as a loyal customer. If he refuses, you can write a letter to the manufacturer, sending a copy to the Better Business Bureau and a copy to the

dealer himself. If that fails to produce results, a call to one's local customer fraud bureau or department is usually sufficient to have the matter satisfactorily adjusted. You will need your checks and other evidence to substantiate your claim.

- v. Pay Cash, If at all Possible. By so doing, you will save expensive carrying charges, freeing money which can be used for other purposes. If you do not have the cash, consider using the layaway plan and again save carrying charges; you will not receive the item until final payment has been made, but this in itself acts as an incentive to save and to pay off as soon as possible.

ANNUAL CLEARANCE AND SALE DATES

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Automobiles, new	X						X	X	X			X
Automobiles, used	X						X				X	X
Automobile batteries, mufflers									X			
Automobile Seat Covers		X									X	
Automobile Tires					X							
Air Conditioners	X	X			X		X	X				X
Appliances	X	X						X				
Art Supplies	X	X										
Blankets	X				X						X	X
Books	X											
China, glassware	X	X							X	X	X	
Christmas cards, ornaments	X											X
Coffee makers	X	X							X			
Cooking utensils	X	X							X			
Curtains, drapes	X	X			X		X	X			X	
Cosmetics, drugs, toiletries	X	X			X		X					X
Fans					X				X			
Fishing equipment										X		
Floor coverings	X	X		X			X	X	X			
Fuel oil						X	X					
Furniture, home	X	X					X		X			
Furniture, outdoor	X			X	X		X	X				

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Furs	X	X	X									
Garden supplies							X	X	X		X	
Home furnishings		X							X		X	
Housewares	X	X	X	X					X			
Irons		X										
Kitchen cabinets	X	X							X			
Jewelry	X											
Lamps		X						X				
Lawnmowers, sprinklers, yard tools, barbeques								X				
Linens, towels	X	X			X		X	X			X	
Lingerie	X	X									X	
Linoleum	X	X					X	X				
Luggage			X									
Mattresses, bedding	X	X						X				
Men's clothing	X			X		X	X		X		X	
Men' furnishings	X						X					
Men's hats	X						X					
Men's outerwear	X									X		
Men's shirts		X									X	
Men's suits, coats	X		X	X				X				X
Notions		X										
Paint				X								
Piece goods, fabrics						X		X	X	X		
Pillows	X							X				

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Quilts	X										X	X
Radios, record players	X	X	X				X					
Ranges, refrigerators	X	X					X					
Rugs	X	X					X	X				
Shoes	X						X				X	X
Sports equipment	X	X					X	X				
Soaps, cleaning aids				X	X							
Stationery		X										
Stereo equipment	X	X					X					
Storm windows, screens						X	X					
Television sets	X	X	X		X	X	X					
Toasters		X										
Washers, dryers		X	X			X	X					
Water heaters	X										X	
Women's blouses	X	X		X	X	X		X			X	
Women's coats	X	X	X				X	X		X	X	
Women's dresses	X	X	X	X		X	X				X	
Women's handbags	X				X		X					
Women's hats		X	X	X			X			X		
Women's hosiery	X		X				X			X		
Women's housecoats	X				X	X	X			X	X	
Women's sportswear	X	X			X	X	X					

VII. PRESENTATION PLANS

A. SINGLE SESSION PRESENTATION METHOD WITH "USER GUIDE"

TO THE LEADER:

This is a structured discussion approach for a 30-minute session covering the "Stretching Your Retirement Income" module, to be used with the "User Guide." The first column, "Section," indicates the part of the module to be covered. The "Preparation" column recommends procedures to help you prepare for the presentation. The "Activity" column suggests how you might lead a discussion on each topic. The "Time" column suggests how many minutes should be spent on that particular section in order to cover all of the material in 30 minutes. Be especially careful not to exceed the time limit suggestions in the "Time" column (unless you take equivalent time away from another part). Otherwise, you will not accomplish all of the goals for the session.

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Introduction	Read again the materials which have been provided which describe this module, i.e., its purpose, objectives, as well as the suggestions for leading a group discussion of older persons.	Introduce yourself. If the group is small, ask them to introduce themselves.	2
Introduce the topic including "Background for Stretching Your Retirement Income."	Review background material on "Stretching Your Retirement Income" on pp. 10-11.	Discuss general background information on "Stretching Your Retirement Income."	3
"User Guide"	Read and understand in advance how you plan to describe the "User Guide" and its use (pp. 1-2).	Ask the group to: "LOOK AT YOUR 'USER GUIDE'--THE SHEET OF PAPER IN FRONT OF YOU. PLEASE MARK AN 'X' BESIDE THE STATEMENT THAT BEST REFLECTS HOW YOU FEEL ABOUT THE ADEQUACY OF YOUR CURRENT INCOME."	2

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
		Tell them: "I AM NOW GOING TO SHOW SOME SLIDES OF SPECIFIC STEPS AND TIPS TO HELP YOU 'STRETCH YOUR RETIREMENT INCOME.'"	
Slide Presentation. (If you do not have audiovisual equipment for the slide/tape presentation you will have to describe the specific steps included in this module to the group.)	Make certain that you have already previewed the slides and tape to ensure that they are in proper sequence, have been placed in the carousel correctly and that both slide projector and tape recorder are functioning and are in sync.	Show the Slide/Tape Presentation.	8
After Slide Presentation (Discussion)		Suggested questions. "NOW THAT YOU HAVE SEEN THE SLIDE/TAPE PRESENTATION, LOOK AT LIST 'B' (SOURCES OF INCOME) ON YOUR 'USER GUIDE' AGAIN. 1. ARE THERE ANY SOURCES CHECKED FROM WHICH YOU ARE RECEIVING INCOME WHERE YOU MIGHT NOT BE GETTING THE FULL AMOUNT TO WHICH YOU ARE ENTITLED? 2. ARE THERE ANY POSSIBLE SOURCES OF INCOME OR HELP THAT YOU ARE NOT USING AT ALL THAT YOU WANT TO LOOK INTO?"	10
Summary Wrap-up with "User Guide"	Make a list in advance of the key points you want to have summarized based on the objectives on p. 9.	Suggested questions: 1. "WHAT WERE THE 2 OR 3 MOST IMPORTANT THINGS THAT YOU GAINED FROM TODAY'S SESSION?"	5

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
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2. "TAKE THE 'USER GUIDE' HOME WITH YOU AND KEEP IT IN A PLACE WHERE YOU CAN EASILY FIND IT."

3. "PLEASE NOTE THAT AT THE BOTTOM OF YOUR 'USER GUIDE' IT ASKS YOU TO FILL OUT--AT HOME--THE AMOUNT OF MONEY YOU ARE NOW GETTING FROM EACH OF THE SOURCES OF INCOME LISTED IN SECTION "B." IT THEN ASKS YOU TO CONTACT EACH SOURCE OF YOUR CURRENT INCOME TO ENSURE THAT YOU ARE GETTING THE FULL AMOUNT OF MONEY TO WHICH YOU ARE ENTITLED, AS WELL AS TO CONTACT OTHER POSSIBLE SOURCES OF INCOME AND/OR SERVICES FROM WHICH YOU MAY NOT YET BE DRAWING INCOME OR SERVICES BUT WOULD BE ELIGIBLE FOR THEM. WE THINK IF YOU WILL FOLLOW THESE SUGGESTIONS, MANY OF YOU MAY FIND THAT YOU ARE ENTITLED TO ADDITIONAL MONEY THAT YOU DID NOT REALIZE YOU HAD."

Conclusion/
Adjournment

"THANK YOU."

B. SECOND SESSION PRESENTATION METHOD WITH "USER GUIDE"

TO THE LEADER:

This is a structured discussion approach for the second 30-minute session covering the "Stretching Your Retirement Income" module, to be used with the "User Guide." The first column, "Section," indicates the part of the module to be covered. The "Preparation" column recommends procedures to help you prepare for the presentation. The "Activity" column suggests how you might lead a discussion on each topic. The "Time" column suggests how many minutes should be spent on that particular section in order to cover all the material not covered in the first session in 30 minutes. Be especially careful not to exceed the time limit suggestions in the "Time" column (unless you take equivalent time away from another part). Otherwise, you will not accomplish all of the goals for the session.

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Introduction	Read the content material on those points that you did not include in the first session as well as suggestions for leading a group discussion of older persons.	Reintroduce yourself. If the group is small, ask them to introduce themselves.	2
Audience Re-orientation "User Guide"	Review background material on "Stretching Your Retirement Income" on pp. 10-11. Read and understand in advance how you plan to describe the "User Guide" and its use (pp. 1-2).	Reorient the group to what was done in the first session and ask them to look at their "User Guide" for helpful information. Then review the learning objectives with the group asking them the following questions: 1. "SINCE THE FIRST SESSION, HOW MANY OF YOU REVIEWED BOTH THE AMOUNT AND THE SOURCES OF YOUR INCOME TO SEE IF YOU ARE GETTING ALL THAT TO WHICH YOU ARE ENTITLED?" 2. "WERE THERE ANY PROBLEMS IN REVIEWING YOUR INCOME STATUS?"	5

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
		3. "LET'S REVIEW THE STEPS INVOLVED IN 'STRETCHING YOUR RETIREMENT INCOME.'"	
Discussion	1. Make certain that you have carefully reviewed details of the specific steps involved in stretching income and lowering expenses as well as suggestions for leading the discussion. Watch time carefully here. 2. Review suggestions for leading the discussion on pp. 5-6. 3. Keep in mind that there are nine specific steps identified for stretching income and for cutting expenses. Be familiar with these and the information for each.	Tell them that you are now going to discuss other steps and tips that you did not get the opportunity to do during the first session. "LET'S JUST SPEND ABOUT 2 MINUTES ON EACH STEP SINCE WE ONLY HAVE 20 MINUTES TOTAL TIME HERE." Suggested questions: 1. "WHAT SOURCES SHOULD YOU SEARCH FOR ADDITIONAL INCOME?" 2. "HOW CAN YOU DETERMINE IF YOU ARE RECEIVING FULL BENEFITS?" 3. "WHAT COULD YOU SUGGEST FOR OTHERS IN PLANNING INVESTMENTS?" 4. "WHAT FINANCIAL CONSIDERATIONS SHOULD BE GIVEN TO HOUSING FOR OLDER PERSONS?" 5. "WHAT ARE SOME WAYS TO CUT RETIREMENT EXPENSES?" 6. "PLEASE IDENTIFY TIPS FOR REDUCING MAJOR EXPENSE CATEGORIES."	20
Summary Wrap-up		Suggested questions: 1. "WHAT WERE THE 2 OR 3 MOST IMPORTANT THINGS THAT YOU GAINED FROM THIS SESSION?" 2. "LOOK AT YOUR 'USER GUIDE' FOR ADDITIONAL TIPS TO HELP RAISE YOUR INCOME AND LOWER YOUR EXPENSES."	3

<u>Section</u>	<u>Preparation Prior to Presentation</u>	<u>Activity</u>	<u>Suggested Time (Minutes)</u>
		3. "TAKE THE 'USER GUIDE' HOME WITH YOU AND KEEP IT IN A PLACE WHERE YOU CAN EASILY FIND IT."	
Conclusion/ Adjournment		"THANK YOU."	

C. SINGLE SESSION PRESENTATION METHOD WITHOUT "USER GUIDE"

TO THE LEADER:

The following presentation plan is a suggested approach for a 30-minute presentation covering the "Stretching Your Retirement Income" module. The first column, "Section," indicates the part of the module to be covered. The "Preparation" column recommends procedures to help you prepare for the presentation of the material. The "Activity" column tells you what you should do with or for the group. The "Time" column suggests how many minutes should be spent on that particular section in order to cover all of the material in 30 minutes. Be especially careful not to exceed the time limit suggestions in the "Time" column unless you take equal time away from another part. Otherwise, you will not accomplish all of the goals for the session.

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Introduction	Read again the materials which describe this module, i.e., its purpose, objectives, as well as the suggestions for leading a group discussion of older persons.	Introduce yourself. If the group is small, ask them to introduce themselves.	2
Introduce the topic including background material on "Stretching Your Retirement Income."	Review the background material on "Stretching Your Retirement Income" on pp. 10-11.	Discuss the general background information on "Stretching Your Retirement Income." Perhaps you can read aloud the material on pp. 10-11 to them.	3
Discussion	1. Review the content material on pp. 12-39. You may get someone to describe in advance how they found ways to "Stretch Their Retirement Income."	List the nine steps involved in "Stretching Your Retirement Income" on a flip chart, chalkboard, newsprint, or something similar. Read them aloud to the group and give a very brief description of each one.	20

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
	2. Review suggestions for leading the discussion on pp. 5-6. 3. Keep in mind that there are nine specific steps identified for stretching income and cutting expenses. Be familiar with these and the information for each.	Ask the participants if they clearly understand or have any questions about each of the steps. Tell them: "LET'S JUST SPEND ABOUT 2 MINUTES ON EACH STEP SINCE WE ONLY HAVE 20 MINUTES HERE." Suggested questions: 1. "WHAT SOURCES SHOULD YOU SEARCH FOR ADDITIONAL INCOME?" 2. "HOW CAN YOU DETERMINE IF YOU ARE RECEIVING FULL BENEFITS?" 3. "WHAT COULD YOU SUGGEST FOR OTHERS IN PLANNING INVESTMENTS?" 4. "WHAT FINANCIAL CONSIDERATIONS SHOULD BE GIVEN TO HOUSING FOR OLDER PERSONS?" 5. "WHAT ARE SOME WAYS TO CUT RETIREMENT EXPENSES?" 6. "PLEASE IDENTIFY TIPS FOR REDUCING MAJOR EXPENSE CATEGORIES."	
Summary Wrap-up	Make a list in advance of the key points you want to have summarized based on the 5 objectives on p. 9.	Suggested questions to help you summarize the important points of the session: 1. "WHAT WERE THE 2 OR 3 MOST IMPORTANT THINGS THAT YOU GAINED FROM THIS SESSION?" 2. "WILL YOU BE LOOKING INTO THE SOURCES SUGGESTED FOR FURTHER BENEFITS TO SEE IF YOU QUALIFY?"	5
Conclusion/Adjournment		"THANK YOU."	

D. SECOND SESSION PRESENTATION METHOD WITHOUT "USER GUIDE"

TO THE LEADER:

The following presentation plan is a suggested approach for two 30-minute presentations covering the "Stretching Your Retirement Income" module. The first column, "Section," indicates the part of the module to be covered. The "Preparation" column recommends procedures to help you prepare for the presentation of the material. The "Activity" column tells you what you should do with or for the group. The "Time" column suggests how many minutes should be spent on that particular section in order to cover all of the material not covered in the first session in 30 minutes. Be especially careful not to exceed the time limit suggestions in the "Time" column unless you take equal time away from another part. Otherwise, you will not accomplish all of the goals for the session.

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Introduction	Read the content material on those steps in "Stretching Your Retirement Income" that were not included in the first session as well as the suggestions for leading a group discussion for older persons.	Re-introduce yourself. If the group is small, ask them to introduce themselves.	2
Audience Re-orientation	Review the content material (pp. 11-39) of the "Stretching Your Retirement Income" module. Review the discussion and comments during the first session.	Reorient the group to what was done in the first session and review the learning objectives (p. 9) by asking them these questions: 1. "SINCE THE FIRST SESSION, HOW MANY OF YOU REVIEWED THE AMOUNT AND SOURCES OF YOUR INCOME TO SEE IF YOU ARE GETTING ALL THE BENEFITS TO WHICH YOU ARE ENTITLED?" 2. "WERE THERE ANY PROBLEMS IN REVIEWING YOUR INCOME STATUS?" 3. "LET'S REVIEW THE STEPS INVOLVED IN 'STRETCHING YOUR RETIREMENT INCOME.'"	6

Section	Preparation Prior to Presentation	Activity	Suggested Time (Minutes)
Discussion	1. Make certain that you have carefully reviewed details of the specific steps in stretching income and lowering expenses as well as suggestions for leading the discussion. Watch time carefully here. 2. Keep in mind that there are nine specific steps identified for stretching income and cutting expenses. Be familiar with these and the information for each.	Tell them that you are now going to discuss other steps and tips that you did <u>not</u> get the opportunity to do during the first session. "LET'S JUST SPEND ABOUT 2 MINUTES ON EACH STEP SINCE WE ONLY HAVE 20 MINUTES TOTAL TIME HERE." Suggested questions: 1. "WHAT SOURCES DID YOU SEARCH FOR ADDITIONAL INCOME?" 2. "DID YOU FIND ANY ADDITIONAL BENEFITS TO WHICH YOU COULD BE ENTITLED?" 3. "DID YOU REVIEW YOUR INVESTMENTS? WHAT INFORMATION DID YOU GATHER THAT MIGHT BENEFIT YOU?" 4. "DID YOU CONSIDER YOUR HOUSING SITUATION FROM YOUR FINANCIAL AS WELL AS YOUR SELF-SATISFACTION STANDPOINT?" 5. "WHAT ARE SOME WAYS TO CUT RETIREMENT EXPENSES?" 6. "HAVE YOU ANY TIPS FOR REDUCING MAJOR EXPENSE CATEGORIES?"	20
Summary/ Wrap-up	Make a list in advance of the key points you want to have summarized based on the 5 objectives on p. 9.	Ask the group: WHAT WERE THE 2 OR 3 MOST IMPORTANT THINGS THAT YOU GAINED FROM THESE TWO SESSIONS?	2
Conclusion/ Adjournment		THANK YOU.	

VIII. SOURCES OF FURTHER REFERENCE

Books

- Armbruster, Dorothy M. Pennies and Millions, Doubleday (paperback), 1961, good for savings, investments, using a banking account, making a will.
- Prightbill, Charles K. The Challenge of Leisure, Prentice-Hall, Spectrum Book, 1960 (paperback).
- Family Handbook of Dollars and Sense, (50¢), Abbey Press, St. Meinrad, Inc.
- Gollin, James. Pay Now, Die Later, Penguin Books, Inc., Baltimore, Maryland, 1969.
- Holbrook, Stewart H. The Golden Age of Quackery, MacMillan, 1959. Excellent to point out the foolishness and even danger of many things purchased, especially by those who are looking for better health.
- Neal, Charles. Sense with Dollars, Doubleday, 1965 (paperback).
- Packard, Vance. The Hidden Persuaders, Cardinal Edition, 1960, Pocket Books, Inc., 1 West 39th Street, New York, New York (paperback).
- Porter, Sylvia and J. K. Lasser. Managing Your Money, Holt Rinehart, Winston.
- Troelstrup, Archie W. Consumer Problems and Personal Finance, McGraw-Hill, 1965.

Periodicals

- Changing Times, 1729 H Street, NW, Washington, DC 20006.
- Consumers Union, Reports, U. S., Inc., 256 Washington Street, Mount Vernon, New York 10550, (\$6 for 1 year).

Pamphlets

- Administration on Aging, HEW, Washington, DC 20201, Consumer Guide for Older People. Also available from regional HEW.
- American Association of Retired Persons, 1909 K Street, NW, Washington, DC 20049, Dynamic Maturity.
- American Medical Association, 935 No. Dearborn Street, Chicago, IL 60610, Beware of Health Quacks, Defense Against Quackery, Mechanical Quackery.

Better Business Bureau, Education Division, 52 Chauncy Street, Boston, Mass 02111. (Facts you should know about series) Includes: Borrowing; Buying or Building a Home; Commerical Banks and Trust Companies; Credit, Your; Home Fire Protection; Investment Banking; Legal Problems; Life Insurance; Savings; Home Work Plan.

CUNA International, Inc., Box 431, Madison, Wisconsin. Everybody's Money and Consumer Facts leaflets.

Illinois State Bar Association, Illinois Bar Center, Springfield, IL 62701. Wills, Joint Tenancy, Buying a Home, Buying on Time.

Institute of Life Insurance, Educational Division, 277 Park Avenue, New York, NY 10017. How Budgets Work and What They Do; How Life Insurance and Health Insurance Work, 1967; Making the Most of Your Money, 1966; A List of Worthwhile Life and Health Insurance Books; Modern Health Insurance Books; etc.

National Foundation for Consumer Credit, Inc., 1819 H Street, NW, Washington, DC 20006. Using Our Credit Intelligently. Excellent: includes measuring credit capacity, budgeting to pay off the credit obligation, forms of credit, relation of credit to the free enterprise system. The Emergency Problem, What to Do About It; Five Steps to Intelligent Consumer Credit and Wealth; The Consumer and Truth-in-Lending; How Much Credit Can You Afford; Here's How to Get More Value Out of Every Dollar You Earn; How Much Are You Really Worth?

New York Stock Exchange, 11 Wall Street, NY 10005. You and the Investment World; The World of Investing; Understanding the NY Stock Exchange; Understanding Financial Statements; The Language of Investing.

Public Affairs Pamphlets, 381 Park Avenue, South, NY, NY 10016. Sidney Margolius, HOW TO STRETCH YOUR MONEY; When You Gamble, You Risk More Than Your Money; Buyer, Be Wary; People Help Themselves Through Cooperatives. Science Research Associates, Inc., 259 E. Erie Street, Chicago Illinois.

Superintendent of Documents, Washington, DC 20402. Consumer Information, a catalog of Government pamphlets related to consumers.

IX. REACTIONS TO YOUR USE OF THIS MODULE

1. I used this module with the following group of adults: (Please describe)

2. The group's reactions to the modular approach were:

3. My reactions to using this approach are:

4. My suggestions for revisions are:

Please return to:

E. Thomas Garman, Co-Director
Consumer Education for Older Persons
226 Wallace Hall
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

X. USER GUIDE

STRETCHING YOUR RETIREMENT INCOME

A. HOW ADEQUATE IS YOUR CURRENT INCOME? (Please place an "X" beside the statement below that best reflects how you feel about the adequacy of your current income.)

- ☐ Do without many needed things.
- ☐ Have the things I need, but none of the extras.
- ☐ Have the things I need, and a few of the extras.
- ☐ Have the things I need, and any extras I want.
- ☐ Have the things I need, any extras I want, and money left to save and invest.

B. SOURCES OF INCOME: (At the left of each source of income listed below, please place an "X" beside the ones that you currently receive.)

	DOLLARS I NOW GET	DOLLARS I MAY GET
☐ <u>Unemployment Compensation</u>		
Contact Virginia State Employment Commission	\$ _____	\$ _____
☐ <u>Social Security and Supplemental Income</u>		
Contact U.S. Social Security Administration	\$ _____	\$ _____
☐ <u>Pension</u>		
Phone the Personnel Office where you worked	\$ _____	\$ _____
☐ <u>Savings</u>		
Check for higher yields at your bank	\$ _____	\$ _____
☐ <u>Investments (stocks, bonds, etc.)</u>		
Check with bank's trust officer or your broker	\$ _____	\$ _____
☐ <u>House, Other Real Estate (occupied by others)</u>		
See if property is returning highest yield	\$ _____	\$ _____
☐ <u>House, Real Estate (occupied by me)</u>		
Is home economical or a financial burden?	\$ _____	\$ _____
☐ <u>Part-time Job</u>		
Is part-time employment available?	\$ _____	\$ _____
☐ <u>Health Insurance/Medicare/Medicaid</u>		
Obtain information from local Welfare Office	\$ _____	\$ _____
☐ <u>Food Stamps</u>		
Call local Welfare Office for information	\$ _____	\$ _____
☐ <u>Meals on Wheels/Group Meals</u>		
Call local Welfare Office for information	\$ _____	\$ _____
☐ <u>Other (specify</u>	\$ _____	\$ _____
TOTALS	\$ _____	\$ _____

- PLEASE TAKE THIS SHEET HOME WITH YOU AND IN LIST "B" ABOVE, FILL IN THE AMOUNT OF MONEY PER MONTH RECEIVED FROM EACH OF THE SOURCES OF INCOME THAT YOU CHECKED.
- USING THIS REFERENCE GUIDE, CONTACT EACH POSSIBLE SOURCE OF INCOME TO DETERMINE IF YOU ARE ACTUALLY RECEIVING THE FULL AMOUNT OF MONEY AVAILABLE FROM EACH SOURCE.
- USING THIS REFERENCE GUIDE, CHECK THOSE OTHER SOURCES OF INCOME FROM WHICH YOU ARE NOT ALREADY RECEIVING MONEY TO SEE IF YOU ARE ELIGIBLE TO RECEIVE THOSE BENEFITS.